**Unit Plan Rationale**

The lessons that accompany this are designed with a three-fold purpose. The first is to introduce and inform non-migrant students, teachers, and community members about migrant students. Since many may have limited knowledge about migrants, the hope is that non-migrants will better under the struggles that migrants face by being exposed to migrant literature and writing assignments that force them to write from the migrant perspective.

The second objective of this unit is to empower migrant students in the classroom. Many migrant students may never have been exposed to literature that is about other migrants and to which they can relate. The migrant literature used, as well as the writing assignments highlighting the migrant lifestyle, will give migrant students a voice in the classroom.

The third purpose of this unit is to empower and inspire all students to change their world. Students will be given a choice for their final project, which allows them to take charge of their own learning and write about a topic that is important to them. Students are encouraged throughout the writing process as they conference with the teacher and with their peers. The hope is that students will complete this unit feeling more confident in their skills and abilities as writers and more aware of what occurs in their own world.

The unit uses a variety of approaches to accomplish the three goals listed above. The unit begins as students watch two documentaries, *Children of the Harvest* (1998) and *America Now: Children of the Harvest* (2010), to introduce them to the lives of migrants and to see the similarities and differences for migrants over the years.

Next, students will read excerpts from *This Migrant Earth,* the Englishrendition of Tómas Rivera’s *…y no se lo tragó*. *This Migrant Earth* will also be used to introduce them to Literature Circles and the various books (*This Migrant Earth*, *Barefoot Heart,* *Esperanza Rising*, *Harvesting Hope: The Story of Cesar Chavez*, and *Voices from the Fields*) from which they can choose. Each student also performs a role as his or her part of the Literature Circle.

Along with Literature Circles, students will read Francisco Jiménez’s book *The Circuit*. This is the main text of the unit and serves as a starting point to deal with issues related to mobility and migrancy. Jiménez based his book on his experiences as a migrant child and the struggles he encountered along the way. Students will use Reading Journals to write down their questions, comments, etc. about the text.

Throughout the unit, students will also complete several writing assignments. The smaller writing assignment, the Inanimate Object Mini Writing Piece, will come first, with the Final (Service) Project – a food, clothing, and school supplies drive – as the culmination of the unit. Students will have several options from which to choose, including the following: Plan of Action, Brochures, Letters/Emails, Newspaper Advertisements/ Flyers/Signs, etc. The unit concludes with students sharing their Final Projects and actually hosting the drive.